

# **CHALKHILL PRIMARY SCHOOL**

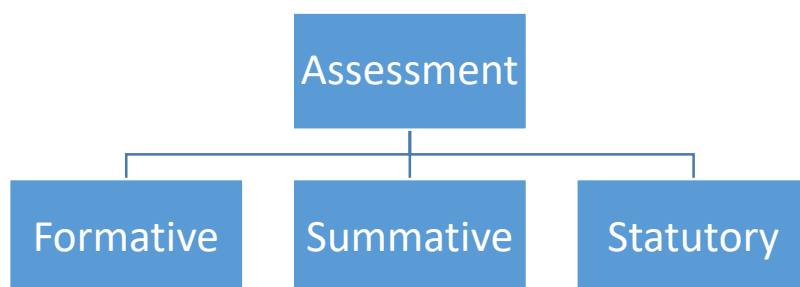
## **END OF KEY STAGE RESULTS**



**2018-2019**

## OVERVIEW OF ASSESSMENT

Assessment can be divided into three main strands.



### Formative Assessment

This is done by schools for schools. It is made up of the daily and weekly assessment of children's progress against daily, short term objectives. This involves the teacher's observation, looking at work produced in books and also self and peer assessment.

### Summative Assessment

This occurs at the end of a unit or key stage, it is the assessment of children's progress across a series of lessons or a unit of work. This is still decided by the school or individual teacher and is not reported to government. It can take the form of end of unit or year tests, homework projects, presentations and more.

### Statutory Assessments

Statutory assessments are mandated by the government; they are externally set tests or checks to assess a child's progress across a key stage or at key points in their education.

Children at maintained schools in England take part in statutory assessments at various times during their primary school career.

Statutory Assessments for children at Chalkhill Primary School	
Early Years Good Level of Developments	End of Reception
Phonics Screening Check	End of Year 1
KS1 Statutory Assessment	End of Year 2
Multiplication Tables Check (Starting 2019-20)	End of Year 4
Key Stage 2 Statutory Assessment	End of Year 6

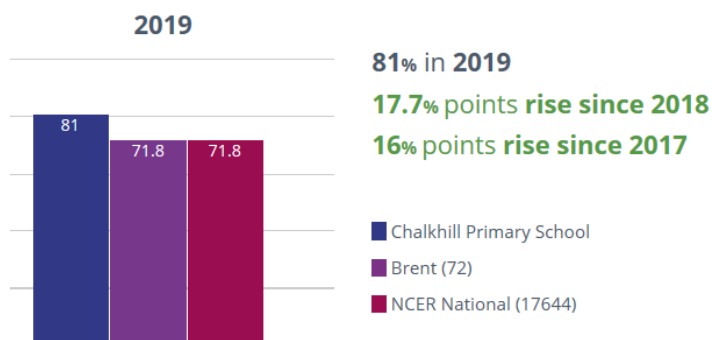
## CHALKHILL PRIMARY SCHOOL RESULTS 2018-2019

Summary of Results			
Early Years Good Level of Development	81%		
Year 1 Phonics	81%		
KS1	% Achieving age-related expectations	% achieving greater depth	
Reading	83%	33%	
Writing	75%	25%	
Maths	87%	33%	
Science	88%		
RWM	73.3%	23.3%	
KS2	% Expected Standard	% Higher Standard	Average Scaled Scores
Reading	86%	29%	105.7
Writing	79%	1.3%	
Grammar, Punctuation and Spelling	90%	53%	108.9
Maths	95%	39.5%	108.21
Science	91%		
RWM	76.3%	1.3%	

The information on the next few pages compares the attainment of our pupils with local authority and national averages. We are delighted with the results across the school. They are a tribute to the hard work and perseverance of the children and the staff.

## Early Years Foundation Stage

EYFS results reflect the fact that a large proportion of our reception children arrive from home or other settings. Data on entry shows that reception children enter below age related expectations.



**81%** of pupils in Reception attained a Good Level of Development against the Early Years framework. This is above the local authority average of **71.8%** and the national average of **71.8%**.

Mobility in Reception was **25%** throughout the year. The majority of the new arrivals started in the spring and summer terms.

The average result of the children in reception was **37.8** points which is above with the national average (**34.6**) and above the local authority average (**33.6**).

A Good Level of Development is defined as children working at the expected standard or exceeding the expected standard in the key areas of literacy, maths, physical development, communication and language and personal, social and emotional development.

## Year One Phonic Screening

**81.4%** of pupils in Year 1 attained the expected standard in the Phonic Screening check. This is slightly below the national average (**81.9%**) and the local authority average (**82.9%**).

Children who do not pass or do the check in Year 1 do the check in year two. **50%** of pupils in year two attained the expected standard in the phonic screening check. This is below the national average (**55.9%**) and the local authority average (**54.6%**).

## Key Stage One

This is the fourth year of the new testing and assessment arrangements for Year 2. These arrangements reflect the more challenging national curriculum which was introduced in 2014. For more information please see the leaflet [Information for parents KS1](#) from the Standards and Testing Agency.

At the end of KS1 (Year 2), teachers are required to assess each child in the areas of reading, writing, maths and science. National Curriculum assessment tests are used to support teachers' judgements.

The system of national curriculum levels has been removed and the new measures are as follows:

**Expected Standard** – Working at the expected standard for a child at the end of Year 2

**Greater Depth** – Working at greater depth within the expected standard, with a strong understanding of the curriculum.

Our results are outstanding with Chalkhill pupils above national and local averages in all areas.

END OF KS1 SATs RESULTS 2018-2019	Chalkhill Performance	Local Authority (Brent) Average	National Average
Reading – Expected Standard	83.3%	73.6%	74.9%
Reading – Greater Depth	33.3%	23%	25%
Writing – Expected Standard	75%	68%	69.2%
Writing – Greater Depth	25%	14.1%	14.8%
Maths – Expected Standard	86.7%	76%	75.6%
Maths – Greater Depth	33.3%	22.3%	21.7%
Science – Expected Standard	88.3%	78.6%	82.3%
Reading, Writing and Maths combined – Expected Standard	73.3%	65.1%	64.9%
Reading, Writing and Maths combined – Greater Depth	23.3%	10.9%	11.2%

## Key Stage Two

Children in Year 6 are also assessed on their knowledge and understanding of the curriculum. The curriculum introduced in 2014 provides greater challenge with higher expectations set for the end of KS2.

The results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard. The highest possible score is 120 and the lowest is 80.

Children are awarded one of the following Teacher Assessment judgements in writing:

**Expected Standard** - Working at the expected standard for their age

**Greater Depth** - Working at greater depth within the expected standard and has a strong understanding of the curriculum.

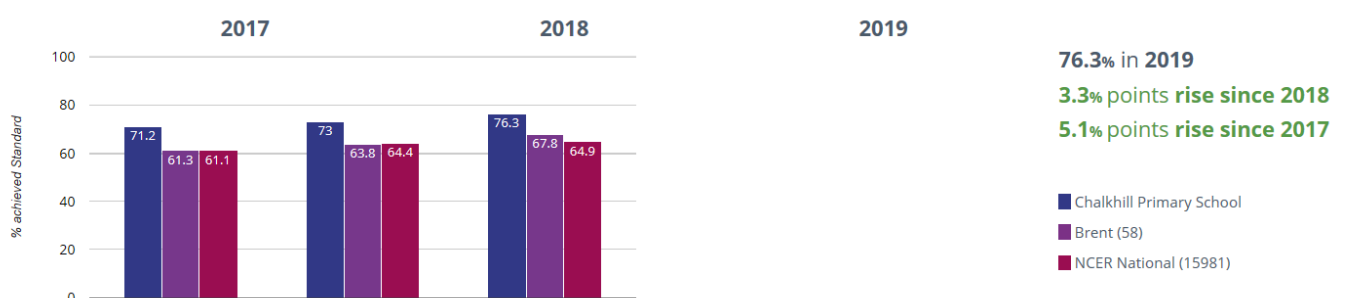
In addition to these measures and in line with requirements, we have reported the percentage of children achieving a **High Standard**. Children with a scaled score of 110 and above are included in this group.

Year 6 pupils were assessed in reading, writing, grammar, punctuation and spelling, maths and science. For further information, please see the leaflet [Information for parents KS2](#) from the Standards and Testing Agency.

Our results are excellent. The percentage of Chalkhill pupils achieving the expected standard was above the national and local authority averages in each area (with the exception of writing).

We have seen a rise in the number of children achieving the combined expected standard (76.3% up from 73%). This means that children have achieved a score of 100+ in all tests and a teacher assessment in writing of at least expected standard.

 **RWM - achieved standard**



END OF KS2 SATs RESULTS 2017-2018	Chalkhill Performance	Local Authority (Brent) Average	National Average
Reading – Expected Standard	85.5%	74.3%	73.2%
Reading – High Standard	28.9%	27.8%	26.9%
Reading – Average Scaled Score	105.7	104.6	104.4
Writing* – Expected Standard	78.9%	79.5%	78.5%
Writing* – Greater Depth	1.3%	18%	20.1%
Spelling, punctuation and Grammar – Expected Standard	89.5%	83.7%	78%
Spelling, punctuation and Grammar – High Standard	52.6%	44.8%	35.7%
Spelling, punctuation and Grammar – Average Scaled Score	108.9	108.2	106.3
Maths - Expected Standard	94.7%	83.9%	78.7%
Maths – High Standard	39.5%	33.7%	26.6%
Maths – Average Scaled Score	108.2	106.5	105
Reading, Writing and Maths combined – Expected Standard	76.3%	67.8%	64.9%
Reading, Writing and Maths combined – Greater depth/higher standard	1.3%	10.7%	10.5%

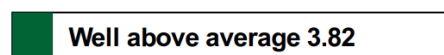
Teacher Assessment\*

## Progress in reading, writing and maths

### Reading

Number of pupils = 63

Pupils with adjusted scores = 0

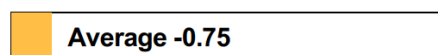


Confidence interval  
2.3 to 5.3

### Writing

Number of pupils = 63

Pupils with adjusted scores = 1

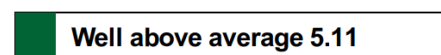


Confidence interval  
-2.2 to 0.7

### Maths

Number of pupils = 63

Pupils with adjusted scores = 0



Confidence interval  
3.8 to 6.4

We were delighted with these excellent results. They are a tribute to the children, our families and the staff.

For more information (2017), please go to [Compare School Performance](https://www.compare-school-performance.service.gov.uk/school/101526)

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If you have any questions, please speak to the Assessment Coordinator Ginette Trenchfield or the leader of the key stage you are interested in.



Phase	Leader
Early Years Foundation Stage	<b>Ginette Trenchfield</b>
Key Stage 1	<b>Aled Jones</b>
Lower Key Stage 2	<b>Heidi Shanker</b>
Upper Key Stage 2	<b>Sandra To</b>